Reporting Federal Activities and Matters of National Concern . . .

HIGHER EDUCATION

December 1962

The Council of Graduate Schools

Its Origin and Program

GUSTAVE O. ARLT

Higher Education in the 87th Congress

SAMUEL HALPERIN

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—Office of Education

Contents

FEATURES	Page
Francis Keppel: United States Commissioner of Education	3
The Council of Graduate Schools: Its Origin and Program *Gustave O. Arlt*	4
Higher Education in the 87th Congress: A Summary Statement *Samuel Halperin*	9
OFFICE OF EDUCATION STUDIES AND SURVEYS	
Survey of Higher Education in Hawaii	12
Fifth-Year Programs for Teachers of English	12
Guidelines to Administration	13
College Enrollment and High School Seniors	13
NATIONAL DEFENSE EDUCATION ACT NOTES	
Modern Foreign Language Fellowship Applications Available	14
Congress Repeals NDEA Disclaimer Affidavit Requirement	14
John Thompson Named Chief of Latin American Studies Unit	15
OTHER PROGRAM NOTES	
NASA Awards Grants to Universities for Research Facilities	16
AEC Awards Research Grants to ORINS Member Institutions	16
ORINS Broadens Graduate Program	16
Scientists at AEC's International Institute	16
Essay Contest in International Law	17
New NIH Grants for Research Facilities	17
Educators Confer on Space Program	17
NSF Announces Deadlines for Research Facilities Program Proposals	17
Project Social Studies	17
Project Social Studies Conference	18
Two-Week Seminar on Home Economics Research	18
NIH Research Grants and Fellowship Awards	18
Revision of Standards for Teacher Education	18
NEW PUBLICATIONS	19

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

HIGHER EDUCATION

Vol. XIX, No. 2

Reporting Federal activities and matters of national concern in higher education

Published nine times a year. Printing approved, Bureau of the Budget, August 30, 1960.

Subscription: In advance, $1.25 a year (single copy, 20 cents), to foreign countries, $1.75. For orders of 100 copies or more in bulk to one address in the United States, 25 percent discount is allowed. Send remittance to Superintendent of Documents, Government Printing Office, Washington 25, D.C.

EDITORIAL COMMITTEE

Chester L. Neudling, *Chairman*

Henry S. Brunner — R. Orin Cornett

S. V. Martorana — K. W. Mildenberger

ANTHONY J. CELEBREZZE
Secretary of Health, Education, and Welfare

FRANCIS KEPPEL
Commissioner of Education

R. ORIN CORNETT, *Acting*
Assistant Commissioner for Higher Education

Francis Keppel

United States Commissioner of Education

PRESIDENT KENNEDY has appointed Francis Keppel as U.S. Commissioner of Education to succeed Sterling M. McMurrin, who resigned in September to resume his teaching career. The new Commissioner comes to the Office from Harvard University, where he has been dean of the Harvard Faculty of Education since 1948. Before accepting that appointment, Dean Keppel had served as assistant dean of freshmen from 1939 to 1941, and assistant to the Provost of Harvard from 1946 to 1948. He also served in Washington as Secretary of the Joint Army and Navy Committee on Welfare and Recreation from 1941 to 1944, and was a member of the U.S. Army from 1944 to 1946.

Mr. Keppel is a member of the Panel on Educational Research and Development of the President's Science Advisory Committee. The panel, composed of leaders in education and science, was appointed in late 1961 by Jerome B. Wiesner, Director of the Office of Science and Technology, Office of the President; Alan T. Waterman, Director of the National Science Foundation; and Sterling M. McMurrin, then U.S. Commissioner of Education.

A native of New York, where his father, the late Frederick P. Keppel, was dean of Columbia College and later president of the Carnegie Corporation, Mr. Keppel received the A.B. degree from Harvard in 1938 and the LL.D. from Hamline University in 1957.

Since his appointment as dean, he has served in numerous advisory and consultant capacities on the national and international scene. He was a member of the Twentieth International Conference on Public Education at Geneva, Switzerland, in 1957, and served on an educational commission for the Nigerian Government in 1960. He also served in 1960 on President Kennedy's Task Force on Education.

Mr. Keppel is a member of Phi Beta Kappa, Phi Delta Kappa, and the American Academy of Arts and Sciences. He is a trustee of Simmons College. From 1949 to 1955 he was a trustee of Sarah Lawrence College, and from 1957 to 1959 he served as chairman of the Council on Cooperation in Teacher Education.

Mr. and Mrs. Keppel have two children. Mrs. Keppel is the former Edith Moulton Sawin.

The Council of Graduate Schools
Its Origin and Program

By GUSTAVE O. ARLT*

THE INTEREST of the Federal Government in graduate education is supported at many points by legislation and current programs of research and assistance. The original Land Grant Act led to the establishment and continuing support of institutions which today include some of the largest and most successful graduate schools in the Nation. Research activities of Federal agencies both draw upon and strengthen the resources of universities and colleges for graduate study. The fellowship programs of the National Aeronautics and Space Agency, the Office of Education, the National Institutes of Health, and the National Science Foundation assist in providing greater opportunity for advanced study and in expanding the capacities of the Nation's graduate schools.

The concern of the graduate schools will reflect the ability of the Nation to offer higher education of required quality to greater numbers of students and to provide an adequate national capacity for research and development. In this context, the emergence of a new and already significant organization of graduate schools must be of more than passing interest to the Federal Government as it is to the higher education community.

The Council of Graduate Schools in the United States is no longer the youngest of the educational associations on the national scene although it established its headquarters in Washington only 8 months ago. It is nevertheless a relative newcomer whose progress is being watched with interest by other educational associations, foundations, and Federal agencies, not to mention its 198 constituent universities and colleges.

*President of the Council of Graduate Schools in the United States. Before assuming his present position, Dr. Arlt served as dean of the Graduate School at the University of California at Los Angeles (1958–61), associate dean of the graduate division (1950–57), professor of German (1935–61), and chairman of the Department of Germanic Languages (1935–44). Dr. Arlt has also taught at Indiana and De Pauw universities. He received his A.B., A.M., and Ph. D. degrees from the University of Chicago, and has been awarded an honorary LL.D. by the University of California.

The parthenogenetic offspring of the venerable Association of Graduate Schools, the Council was born in San Francisco on October 24, 1960. On that date the AGS directed its Executive Committee "to exert every effort toward establishing a new Council of American Graduate Schools . . . independent of organizations presently existing and nationally representative." As a result of this resolution, an organizational committee was formed, consisting of one representative each of the Association of Graduate Schools, the Division on Graduate Work of the Land Grant Association, the New England Conference on Graduate Education, the Midwest Conference on Graduate Study, the Southern Conference of Graduate Schools, and the Western Association of Graduate Schools. This committee met on February 17–18, 1961, at the offices of the Woodrow Wilson National Fellowship Foundation in Princeton, New Jersey. It selected 100 institutions to be invited to send voting representatives to the first organizational meeting and prepared the first draft of a constitution to be submitted to that meeting.

On March 22, 1961, representatives of 96 of the 100 invited institutions met in Chicago and completed the organization by adopting a Constitution and electing officers and an Executive Committee. The latter was directed to prepare membership criteria for submission to the charter member institutions. These criteria, as subsequently approved by the charter members, are as follows:

1. Applicants for membership must be accredited as institutions by the appropriate accrediting agency.

2. They must have conferred at least 30 master's or 10 doctor's degrees, or an appropriate combination of both, within the 3-year period just preceding application.

3. The degrees conferred must fall within a spread of at least three fields which are commonly recognized to be distinct disciplines.

In the discussions which preceded the adoption of these fairly liberal criteria for membership it was

pointed out that, while the original 100 charter members represented a substantial segment of the doctorate-granting universities, they nevertheless included only about 18 percent of the 565 institutions in the United States awarding degrees beyond the bachelor's. It was clear, therefore, that unless the membership base was considerably broadened, the Council could not profess to represent and to speak for all of graduate education. On the basis of the adopted criteria about 150 additional colleges became eligible for membership and, as graduate work in universities and colleges grows, more will become eligible over the next 10 years.

It was to be expected that there would be some criticism of these criteria. But since the criticism came from both ends of the spectrum—from those who advocated tightly limited membership and those who favored admitting everyone who offered graduate work—it may be assumed that the Council's policy is sound. Granted that there is a vast difference in interests and problems between a great public or private university and a small college offering master's degrees in a half dozen or less liberal arts fields, they also have some very important features in common. They all have graduate students; they all share the task of preparing college teachers for the next generation; they are all eligible for Federal or foundation support; and, most importantly, they are all growing and trying to raise their standards and quality. The strength of the Council is immeasurably enhanced by the fact that it now represents all graduate schools in the United States that meet reasonable standards of quality and quantity. And the efforts of the newer, smaller, and so far weaker graduate schools to grow and to raise their standards and their quality are greatly enhanced because these schools are associated on an equal basis in the Council with the Nation's oldest, largest, and most distinguished universities.

In its Constitution the Council has outlined an ambitious but nonetheless reasonable program. "Its purpose is the improvement and advancement of graduate education. The purview of the Council includes all matters germane to this purpose. The Council shall act to examine needs, ascertain best practices and procedures, and render assistance as indicated; it may initiate research for the furthering of the purpose. It shall provide a forum for the consideration of problems and solutions, and in meetings, conferences, and publications shall define needs and seek means of satisfying them in the best interests of graduate education throughout the country. In this function the Council may act in accordance with the needs of the times and particular situations to disseminate to the public, to institutions, to foundations, to the Federal, State and local governments, and other groups whose interest or support is deemed of concern, information relating to the needs of graduate education and the best manner of satisfying them."

On February 1, 1962, the Council of Graduate Schools opened its office in Washington with a president as executive officer and a small staff. At that time the membership had grown to 166 universities and colleges; by September 15 the number had increased to 198. Soon after the establishment of the office, the Carnegie Corporation of New York indicated its interest and confidence in the young organization by making an unrestricted 3-year grant of $50,000 in support of its operations. More recently the American Council on Education has recognized the Council of Graduate Schools by accepting it as a constituent member.

In the relatively brief period of its existence, the Council has established good working relations with the United States Office of Education, with the National Science Foundation, the National Institutes of Health, various agencies of the Department of Defense, and others. In a number of instances, the exchange of information between the Federal agencies and the Council has produced mutually useful results. In February 1962, for example, the Department of the Army, pressed by the need for more junior officers, issued an order denying further postponement of active duty to ROTC officers then in graduate schools as well as to those about to graduate. This order, if enforced, would have constituted a very serious setback to the program of the training of college teachers. It would, in fact, have cut deeply into the efforts of the Office of Education, as well as of private foundations, to speed up and increase the output of Ph.Ds. Together with the American Council on Education and the Association of State Universities and Land Grant Colleges, the Council of Graduate Schools asked for reconsideration. As a result, the order was rescinded, but more importantly, after a series of conferences between the Deputy Chief of Staff for Personnel and the Council, the Army developed a firm policy for postponement of active duty of ROTC officers in graduate schools

which fairly and reasonably reconciles the personnel needs of the Army with the objectives of the graduate schools. Before the establishment of the Council it would scarcely have been possible to reach such a sane and speedy solution to a problem which has perennially vexed both the Army and the universities.

Quite recently the Commanding Officer of the Armed Services Technical Information Agency (ASTIA) approached the Council with a proposal for a program of cooperation between that agency and a number of universities for the training of information scientists and for making its vast collection of technical reports more generally available. On the basis of its intimate knowledge of the specialties of its member institutions, the Council selected a dozen universities with established data processing centers and invited them to send representatives to a meeting. While the discussions at this meeting were largely of exploratory nature, they resulted in a plan for the establishment of a permanent academic advisory committee to ASTIA and for a liberalization of the policy of distribution of technical information. The advisory committee, together with the staff of the Agency, will then strive to work out a program of internships for graduate students at ASTIA. Some of these students would be assigned for short periods for the limited purpose of collecting otherwise unavailable bibliographical material in connection with their dissertations; others will spend a semester or two to learn the techniques of machine storage and retrieval of information. This pilot program would be limited at first to the 12 universities participating in the conference but, if successful, would be made available to other institutions. The advantages of this cooperation to the universities are obvious; ASTIA, on the other hand, will profit by having its science vocabulary kept under constant review and by the likelihood that some of the students in the program may choose to make their careers in ASTIA.

The points of contact between the Council of Graduate Schools and the United States Office of Education are naturally numerous and intimate. This applies particularly to the NDEA Title IV Graduate Fellowship Program since it is the largest single source of graduate student support with relatively little restriction of fields of study. In this area the interests of the Office of Education and of the Council coincide completely and a constant exchange of information takes place between the two. The Office of Education, with its staff of analysts, has various kinds of statistical data that are useful to the Council. The Council, on the other hand, as an independent agency unrestricted by legislation, is in a position to collect information from institutions and individuals which the Office of Education would like to have assembled speedily. For example: In June of this year the first class of NDEA-Title IV fellows completed their 3-year fellowship tenure. Of the 1,000 fellows who entered graduate schools as new students in the fall of 1959, 752 completed the full term of the award and, of these, 102 were awarded Ph. D. degrees this summer—a remarkable record of performance, considering that the national average for completion of the Ph. D. is approximately 6 years. Naturally, we should be greatly interested to learn the factors that made it possible for 102 students to complete their doctorates in 3 years. A questionnaire was therefore prepared and issued by the Council. When the results are collated and published, they should be very useful in the present campaign to reduce the length of time required to obtain the doctorate.

In implementation of its stated objectives, "the improvement and advancement of graduate education," the Council of Graduate Schools has embarked upon a five-point program on which it hopes to make some progress during this and the next year. The points selected for immediate attack are not necessarily those upon which the analysts of graduate education (chiefly Berelson and Carmichael) have placed the greatest emphasis, but they are rather those which, in the rapidly changing needs of the times, appear to be the most pressing. They take into account particularly the present and impending expansion of graduate education, both as it affects established schools merely growing larger and younger schools moving from master's degree programs to doctoral work. They are therefore applicable, perhaps not equally but certainly to some extent, to all member institutions of the Council despite their wide diversity in age, size, and status.

1. *The Council will develop criteria for self-evaluation of graduate schools.* Ever since its inception, the Council has been under considerable pressure to initiate some form of accreditation or evaluation of graduate schools. In the opinion of most of its members, the former is neither feasible nor desirable.

Professional schools are accredited in order to assure that they meet the standards of their respective professional societies or of the licensing requirements of States. Colleges and universities are accredited in order to validate the degrees and credits earned by their students for admission to graduate schools or transfer to other institutions. Accreditation of a graduate school separately from its university would serve no such purpose.

On the other hand, graduate schools are constantly being evaluated by Federal agencies, by foundations, and others. Whether or not such evaluations are valid, they do not necessarily represent the standards which graduate schools would set for themselves. It therefore becomes necessary for the Council, on the basis of its collective experience and wisdom, to develop and establish a set of clear and objective criteria for the measurement of graduate work. Excellence is not a vague or subjective or elusive quality; on the contrary, it can be clearly defined and sharply measured. Nor is it measurable solely on the basis of the number of volumes in the libraries, the number of square feet in the laboratories, or the capacity of computers and linear accelerators. The achievements of faculties in national and international recognition, in professional honors and distinctions, and in the reviews of their publications are all overt criteria.

In the past 2 or 3 years, a number of major universities have undertaken programs of serious and objective self-examination. Now it becomes an immediate responsibility of the Council of Graduate Schools to establish a set of objective standards against which every school can measure its own quality and plan its own improvement.

2. *The Council will develop criteria for the establishment of new Ph. D. programs.* Perhaps the most spectacular development in higher education in this century is the swift and necessary transition to doctoral programs by many institutions which so far have offered work leading only to master's degrees. In 1940, there were 98 universities offering the doctorate; in 1958 there were 175. In the coming decade the increase will continue at the same rate. In the same period the number of fields in which doctoral degrees are offered has more than doubled, from an average of 25 to 30 in the major universities in 1940 to 55 to 65 in the same universities today.

A part of this increase in doctorate granting institutions and fields is, of course, the result of natural and healthy growth and development. A part of it, however, is artificially stimulated. Many State colleges have, in the past few years been transformed into State universities by acts of their legislatures, and many teachers' colleges have been incorporated into their State university systems. Except in rare instances, as in California, where degree-granting authority is limited by law, these colleges have automatically and over night become doctorate-granting institutions.

The great dangers inherent in too rapid a development of doctoral work are, of course, obvious. To the credit of these schools it must be said that most of them are proceeding with caution. Some have already asked the Council of Graduate Schools for advice and help in approaching this problem. It is now clearly the responsibility of the Council to give such advice and help; to publish criteria by which these emerging universities may appraise their own situations; by encouraging where it is warranted, and by cautioning where it is necessary.

3. *The Council will suggest means for reducing the duration of doctoral study.* The most monotonous truism in higher education is that it takes too long to get the doctoral degree. According to National Research Council data, the median elapsed time between the bachelor's and doctor's degrees is 6 years for the physical sciences, 7 years for the biological sciences, 8 years for the social sciences, and 10 years for the humanities. The median years spent in actual full-time graduate study are somewhat less but still far more than the 3 to 4 years generally deemed appropriate.

The Council will prepare a model time schedule, probably with variations for some fields of study, suggesting reasonable time periods for satisfying the various requirements for the degree. It will also

Notice to Our Readers

Correspondence to *Higher Eduration* should be addressed as follows:

Chairman, Editorial Committee
Higher Education
Office of Education
400 Maryland Avenue SW
Washington 25, D.C.

suggest and promote reasonable regulations for controlling excessive employment of teaching and research assistants, since such excessive employment is an important contributing factor to the duration of doctoral study. The Council will also suggest means for salvaging at least a fraction of those persons, commonly referred to as ABDs, who have completed all degree requirements except the dissertation. With some modest financial aid and cooperation on the part of the institutions that employed them without their final degree, many of these would no doubt be able to finish their dissertations. Some of the major national granting agencies have already recognized the need for "dissertation year" fellowships; the next logical step would seem to be subsidies for some of those whose dissertations have been delayed by the necessity of earning a livelihood.

These factors are all part of the problem of the excessive duration of doctoral study. Recent National Research Council and Office of Education surveys now make it possible to analyze them. Moreover, the information now being retrieved from the 102 NDEA fellows who completed their doctoral studies in 3 years or less is likely to produce some helpful hints regarding factors favorable to reasonable acceleration.

4. *The Council will act to promote improvement and, as far as possible, standardization of student personnel records.* The chaotic state of student personnel records in many, and even in our best, universities is no secret to anyone. In these days of machine recording and retrieval, it seems incredible that a university should not be able to check in a few minutes how many of its graduate students are reserve officers, how many hold national fellowships, how many Ph. D. candidates have master's degrees, how many are married, and so forth. All these and other pieces of vital information are frequently needed by Federal agencies, foundations, and even by the Council of Graduate Schools, not to mention the universities themselves in their internal operations. Yet every time such data are needed, either a painful and tedious process of hand-checking is required or the university confesses that this information is not available. Parenthetically it must be added that scarcely a single large university has the vaguest idea of the number of postdoctoral students using its facilities.

The Council will draw up a list of vital statistics that should be recorded on each student's permanent record card. In conference with representatives of the Association of Collegiate Registrars it will also try to bring some uniformity into transcripts, both as to form and content. A bit of simplification and standardization will save a vast amount of time of deans and admissions officers which they now waste in deciphering the cryptograms that many schools issue.

5. *The Council will intensify its campaign in favor of substantial Federal aid to the humanities.* It is not necessary either to describe or to document what is now called the imbalance between the natural sciences and the humanities. The facts are too obvious and too well known. The effects of this situation are also obvious and well-known. They include loss of academic status on the part of the humanities through the creation of an academic elite and an academic proletariat, both determined by field of study and not by quality. As a result there is a very real and very grave danger that higher education is becoming unbalanced in the direction of science and technology while the spiritual and esthetic values of the humanities and the arts are being lost.

Fortunately there are many indications of growing concern over this situation. In November 1960, the Report of the President's Science Advisory Committee included these sentences: "We repudiate emphatically any notion that scientific research and scientific education are the only kinds of learning that matter to America. Even in the interests of science itself, it is essential to give full value and support to the other great branches of man's artistic, literary, and scholarly activity. The advancement of science must not be accomplished by the impoverishment of anything else."

In July 1962, Congressman John E. Fogarty said in the House of Representatives: "There is a pressing need today for Federal legislation that will build up nationwide support for the arts and humanities, on a basis comparable to the support that is provided in other areas, such as science and technology. Progress in the arts and humanities is essential to true national strength." And in the same forum Congressman Albert H. Quie said in September 1962: "There exists a grave danger when a nation such as ours directs the vast majority of its educational efforts into a narrow channel. It would be a tragedy for the cultural and educational level of the United

Continued on p. 19

Higher Education in the 87th Congress

A Summary Statement

By SAMUEL HALPERIN*

THE LEGISLATION affecting higher education enacted in the second session of the 87th Congress was disappointing in terms of earlier expectations. Some amendments to the National Defense Education Act, the College Academic Facilities and Student Assistance Act, the Health Professions Educational Assistance Act, and the General University Extension Education Act all went down to defeat after promising starts.

On close examination, however, the Congress gave more sympathetic consideration and support to legislation affecting higher education than it had in any other year except 1958, when it passed the National Defense Education Act.

Although they failed of passage, the college aid bills received a wider measure of acceptance in the Congress than any other major education proposal since 1958. Senate bill 1241, essentially the administration's proposal for $1.5 billion in loans over a 5-year period to institutions of higher learning for construction of academic facilities—principally classrooms, laboratories, and libraries—and $924 million for 212,500 4-year undergraduate scholarships for able but needy students with accompanying cost-of-education grants to the institutions the scholarship winners attended, with a superadded program (not in the original administration bill) of $250 million in grants for public community colleges, cleared the Senate on February 6, 1962, by the impressive vote of 68 to 17. Only a week earlier, on January 30, the House of Representatives had approved by a tally of 319 to 80 a proposal calling for $900 million in grants and $600 million in loans for the construction of academic facilities, but without the Administration-requested provisions for student financial assistance.

Congressional recognition of the need for Federal assistance in the construction of academic facilities was indicated once again on May 9, when, after a long delay occasioned by the controversial scholarship provisions adopted by the Senate, the House of Representatives, by a vote of 295 to 77, agreed to send the college aid bill to conference.

Further delays in convening the Committee of Conference were necessitated by some members' desire to consider the bearing, if any, of the Supreme Court's school prayer decision (*Engel* v. *Vitale*, June 25, 1962) on the church-state question involved in the House version of the college aid bill (the bill authorized grants, as well as loans, to both public and private colleges) and by numerous informal negotiations designed to achieve a workable compromise before the formal meeting of the conferees following the initial meeting. The conference report was finally presented to the House of Representatives on September 20 and was recommitted to conference with instructions to delete the student aid provisions. Contributing to the recommital, however, was a growing intensity of feeling on the church-state issue by part of the membership.

The motion to recommit the compromise bill to conference centered upon a highly controversial student loan program, including a small "nonreimbursable loan" feature which had been devised by the conferees in an effort to salvage something of the Administration's scholarship proposal. On this critical vote, 214 members voted to send the bill back to conference, while 186 upheld the conference report. It is worth noting in summary that 2 favorable votes in the House and 1 in the Senate preceded the final vote to recommit, and that a switch of 15 votes out of 400 cast would have changed the result.

On the proposed Health Professions Educational Assistance Act, the deliberations of the Senate Committee on Labor and Public Welfare never progressed

---

*Samuel Halperin is presently the director of the Legislative Services Branch, Office of Education. Before coming to the Office in 1961, Dr. Halperin was an American Political Science Association Congressional Fellow. During the term of his fellowship he served as a consultant to the Senate Subcommittee on Education, as a research assistant to the House Committee on Education and Labor, and as a Legislative Assistant to U.S. Representative Cleveland M. Bailey. Dr. Halperin has also taught political science at Wayne State University and has published several books and articles in that field.

beyond the hearing stage. In the House, the Committee on Interstate and Foreign Commerce substituted student loan provisions (more liberal than those under the NDEA) for the Administration's recommendations of scholarships for students of medicine, dentistry, and osteopathy. The Committee approved intact, however, a 10-year, $755 million program of matching grants to both public and private institutions of higher education for construction of teaching facilities related to training for the health professions. Filed on March 24, the Committee's recommendations were delayed in the Committee on Rules until October 1, when clearance for debate was finally granted. By that time, the academic facilities bill had been recommitted to conference, and House leaders announced in the final hours of the 87th Congress that they had no plans to schedule the health professions bill for House consideration.

A number of other measures affecting higher education received considerable support but failed to pass.

General University Extension Education

Cosponsored by 30 Senators in the centennial year of the Land-Grant College Act, Senate bill 3477 called for grants of $36 million over 4 years to establish federally supported programs of college-level general extension education to be operated in local communities by State universities and/or land-grant colleges. Upon completion of harmonious hearings, passage in the Senate came swiftly and without recorded dissent. In the House, minority views based mainly on procedural objections were filed by only two members of the House Committee on Education and Labor when the Committee reported the proposal favorably. This counterpart bill (H.R. 11340) died in the Rules Committee, however, after failure of attempts to bring it to the floor under unanimous consent proceedings.

Improvement of Educational Quality

Project grants to colleges and universities engaged in the preparation of elementary and secondary teachers were included in the Administration's several proposals to raise the quality of classroom teaching. These grants would have permitted the strengthening of course content and curriculums and the improvement of student teaching activities, selection of teacher candidates, and library resources for teacher education. The "Quality bill" would have expanded the role of the Office of Education in teacher improvement by granting it authority to contract with colleges and universities for full-year and summer-session institutes in basic subject-matter areas. The bill would also have amended the Cooperative Research Act to (1) permit grants (as well as the present contract authority) to universities, colleges, and other organizations with research or professional training facilities; and (2) establish regional centers, based at universities, for the conducting of research, evaluation, and demonstration of improved instructional practices and materials. While the Senate Subcommittee on Education reported the Quality bill to the full committee in its entirety (S. 2826), the House committee approved only the expanded institute authority and the Cooperative Research Act amendments (H.R. 11888). House action was prevented by failure of the bill to obtain clearance from the Committee on Rules.

National Defense Education Act Amendments

Senate bill 3760, a bill to amend the NDEA which passed the Senate without debate on October 2, would have (1) raised the appropriation ceiling on the student loan program from the present $90 million level to $125 million and (2) raised the institutional ceiling from $250,000 to $500,000. Under these provisions, all but 13 institutions participating in the program would have received their full entitlement. Identical language incorporated in House bill 13204 was reported without dissent by the House Committee on Education and Labor on October 2 but failed to win unanimous consent to be voted upon directly by the House without regular Rules Committee consideration.

Senate bill 3226, also approved by the Senate without objection on October 1, would have extended the forgiveness feature of the student loan program to college instructors and to teachers in private elementary and secondary schools.

Special Education

The "Exceptional Children's Act of 1962" (H.R. 12070), reported by the House Committee on Education and Labor on July 5, failed to emerge from the Rules Committee. Included in its provisions were several of interest to higher education: grants to institutions of higher learning to assist in initiating, expanding, and improving programs to

prepare teachers in the field of special education, to prepare teachers or supervisors of such teachers, and to prepare research specialists in fields related to special education; graduate fellowships of up to 3 years' duration in special education fields; grants to higher education institutions, State or local educational agencies, and other public or nonprofit educational or research agencies and organizations for research or demonstration projects related to special education.

College Libraries

Twenty-four members of the House, individually or jointly, introduced comprehensive library services bills (H.R. 11823 was the first) which would have authorized, among other programs, a $50 million 5-year program of matching grants to institutions of higher education to assist in the acquisition of library volumes, periodicals, and audiovisual and other library equipment. Proposals in the bills included authorization for colleges to conduct training institutes to assist in improving the qualifications of librarians and of persons preparing to engage in library work. No definitive committee action on this legislation was taken in the 87th Congress. An impressive hearing record, however, demonstrated considerable bipartisan support, and may serve as a guide to forthcoming legislative considerations.

Technical Institutes

Another effort at "setting the stage" for 1963 was undertaken by the six bipartisan sponsors of the Technical Education Act of 1962. This legislation (see H. R. 10396), which received a great many endorsements and scant opposition, provided for a $200-million, 5-year program of matching grants to assist the States in making inventories of 2-year college programs of technical education in engineering, mathematics, and the sciences which prepare students for immediate employment at the semiprofessional level; surveys of technical manpower requirements for semiprofessional technicians in engineering and other fields essential to national security and economic growth; and project grants to the States for establishing, expanding, or improving programs of college-level technical education. On the basis of the record established in 1962, it appears likely that technical education legislation will be prominently considered in the 88th Congress.

There can be no meaningful substitute for much of the vital legislation which failed of enactment in the 87th Congress. Renewed efforts to achieve legislative success will be made in the 88th Congress.

Though major legislative actions were unsuccessful, the following public laws of considerable significance for higher education were enacted in 1962:

★Educational television:

Public Law 87–447, signed by the President May 1, 1962, authorizes matching grants of $32 million over a 5-year period for the construction of educational television broadcasting facilities. Institutions of higher education may participate in the operation of a State or local ETV agency and institutions which derive at least partial support from tax revenues are eligible to apply for a grant.

★Depository libraries:

Public Law 87–579, signed by the President August 9, 1962, increases the total of depository libraries for research purposes from 594 to 1,174.

★Indirect costs of sponsored research:

Public Law 87–638, signed by the President August 27, 1962, permits departments and agencies of the Federal Government to include in cost-type research and development contracts (including grants) with educational institutions a provision for payment of reimbursable indirect costs, based on predetermined fixed-percentage rates applied to the total of the reimbursable direct costs incurred. It simplifies the administration of cost-type research and development contracts with educational institutions, facilitates the preparation of their budgets, and permits more expeditious close-out of such contracts when the work is completed.

Public Laws 87–577 and 582, signed by the President August 9 and 14, 1962, made appropriations for the Departments of Defense and Health, Education, and Welfare, respectively. These Acts provide for a limitation of 20 percent on payment of indirect costs on research grants (instead of the 15 percent limitation contained in earlier appropriation acts in the case of HEW). Public Law 87–741, enacted October 3, 1962, which provides appropriations for Independent Offices (including National Aeronautics and Space

Administration and National Science Foundation) set this rate at 25 percent—a favorable indication for future upward adjustments.

★Surplus Federal personal property

Public Law 87–786, signed by the President October 19, 1962, amends existing law by permitting disposal of surplus Federal personal property for the mentally retarded, schools for the physically handicapped, educational television or radio stations, and public libraries.

★Repeal of disclaimer affidavit

Public Law 87–835, signed by the President October 16, 1962, repeals the requirement of a non-communist disclaimer affidavit by applicants for student loans, fellowships, and other individual payments under the National Defense Education Act of 1958 and the National Science Foundation Act of 1950. It substitutes criminal penalty provision of not more than a $10,000 fine or prison sentence of up to 5 years, or both, for a member of an organization deemed subversive by the Subversive Activities Control Board who applies for or uses such a Federal payment. It requires, in general, fellowship applicants to disclose criminal convictions or pending criminal charges against them.

OFFICE OF EDUCATION *Studies* AND *Surveys*

Survey of Higher Education in Hawaii

AT THE REQUEST of the Governor of the State of Hawaii, staff members of the Division of Higher Education, Office of Education, completed in November a comprehensive survey of the University of Hawaii and higher education in Hawaii. The study was authorized by action of the 1961 Hawaii Legislature and included an examination of Hawaii's present and future needs for higher education and the present status of the University of Hawaii in terms of its organization, programs, staff, finances, and relationships with other public and private agencies.

The study group made recommendations with relation to: (1) the creation of a statewide public university system, including a network of 2-year colleges; (2) the constituency to be served by such a university system; (3) its organization for administration; (4) relationships with the executive and legislative branches of State government, with other agencies of government, and nongovernmental bodies; (5) the East-West Center (Center for Cultural and Technical Interchange Between East and West); (6) expansion and strengthening of programs of instruction, research, and service; (7) recruiting and retaining professional staff members; and (8) financing operations and physical facilities. Several recommendations were made to privately controlled institutions of higher education in Hawaii which also cooperated in the survey.

Directed by S. V. Martorana, Chief of the State and Regional Organization Section, and with Ernest V. Hollis, Director of the College and University Administration Branch, serving as chief consultant, the project had assigned to it 8 other staff members of the Office of Education. They were: Archie R. Ayers, specialist for College and University Organization; W. Robert Bokelman, chief, Business Administration Section; Harold A. Haswell, director, Higher Education Programs Branch; John F. Hughes, executive officer and director of the Office of Administration; James C. Messersmith, specialist for State and Regional Organization; D. Grant Morrison, specialist for Community and Junior Colleges; Donald W. Robinson, specialist for Student Services; and John H. Russel, specialist for College and University Organization.

The report of the survey was released on November 26, 1962. The content and recommendations of the report are being made the chief subject of prelegislative study by the Legislature and Governor of Hawaii for possible action in the 1963 session of the legislature.

Fifth-Year Programs for Teachers of English

AN Office of Education survey of fifth-year programs of classroom teacher education has identified 34 programs designed for teachers of English. From a preliminary analysis of survey data the Office

has summarized facts on the types of programs being offered. All 34 programs were intended for secondary school English teachers preparing to teach for the first time or interested in improving their teaching through advanced study. Since respondents did not answer all questions on each program, the number of programs represented varies from item to item in the information reported below.

Of 32 programs reporting on administration, 10 were administered by the graduate school; 7 by the division of graduate studies; 7 by the English department, and 8 by other divisions. In 18 programs an academic degree (M.A. or M.S.) was awarded on completion of the program; a professional degree (M. Ed., M.A. in education, M.A.T.) in 14 programs; and either an academic or a professional degree in 1 program. In 33 programs, emphases were on subject matter in 17 programs, on professional education in 3 programs, and on both equally in 13 programs.

In 24 programs the number of semester hour credits in English required for admission to the fifth-year program ranged from 13 to 39 hours, with the median at 22 semester hours.

In 34 programs, program advisement was partly or wholly provided by a faculty adviser in 14 programs, by the department head in 8 and by an advisory committee in 6 of the programs, and by other means in 6 programs.

In the 34 programs the semester hours required for completion ranged from 24 to 40; however 24 programs required from 30 to 32 semester hours.

A thesis was required in 9 and optional in 15 of the 24 programs responding to this question.

In 27 of the 34 programs, a comprehensive examination, usually administered at the end of the program was required. In 14 programs the examination was written; in 7, oral; and in 5, both written and oral. In one program either an oral or a written examination was required.

Broadly classified, the English courses given in fifth-year programs were, in order of frequency: surveys of literature, studies of individual authors, literary periods and movements, the craft of writing, the teaching of English, and seminars and other special projects. Surveys of literature offered in the programs included American, modern, and world literature as well as literary history and criticism. The literary periods covered included Anglo-Saxon, Neo-Classical, Renaissance, and Victorian. Milton, Chaucer, and Shakespeare were the authors most frequently read.

The final report of the survey will be published in 1963 under the title: *Fifth-Year Programs of Classroom Teacher Education: A Survey Report.* Henry Harap is the author.

Guidelines to Administration

Internal Structure: Organization for Administration of Institutions of Higher Education, a report by Archie R. Ayers and John H. Russel, Specialists in The Division of Higher Education, presents institutional guidelines useful in the planning of organizational patterns and practices of collegiate institutions. It is designed for presidents and other major administrators in colleges and universities, for trustees involved in internal reorganization problems, and for State directors and agencies working with higher education. The publication points to the need for institutional studies which analyze the organizational and the administrative procedures at each institution.

The report describes and analyzes the existing organizational structure in 608 American institutions of higher education, especially as it applies to the president, academic dean, director of student services, business manager, and director of development and public relations. The report also provides position descriptions of each of the administrative officers, presents specific recommendations based on the data gathered, and discusses issues in collegiate organization.

College Enrollment and High School Seniors

Factors Related to College Attendance, a report by Robert Beezer and Howard Hjelm, published by the Office of Education, analyzes the findings of three Statewide studies sponsored by the OE Cooperative Research Program. The report also integrates data on college plans of students from other pertinent studies written in the past 6 years.

The authors discuss characteristics of students, their parents, schools, and communities found to be most clearly associated with the decisions of students to enroll or not to enroll in college and offer suggestions to encourage a higher percentage of able students to attend institutions of higher education.

Among other factors reported as being associated with the decisions of high school seniors concerning college enrollment were: lack of motivation; funds

available for education; the attitudes, occupations, and education of parents; the influence of friends and associates; the effect of large and small high schools on their graduates; the influence of teachers and counselors; and the nearness of colleges.

Copies of the report may be obtained by number (OE 54023) from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. The price is 20 cents. (Remittance must accompany order.)

National Defense Education Act

NDEA Notes

Application Forms Now Available for Modern Foreign Language Fellowships

APPLICATION material for candidates for graduate fellowships in modern foreign languages and in related studies of the countries where they are spoken became available in schools, colleges, and universities after November 1.

Covering the 1963 summer session, the 1963–64 academic year, or both, the fellowships are to be awarded next spring by the Office of Education as authorized under the National Defense Education Act, Title VI (language development).

Eligible applicants must be accepted as full-time graduate students in institutions of the United States offering language and area programs. Fellows will receive tuition and all required fees plus stipends of up to $2,700 for a 12-month period. Additional allowances may be requested for travel and for dependents.

Applications are obtainable from the institutions where the prospective fellows wish to study, not from the Office of Education. The institutions have until February 8, 1963, to forward completed applications and recommendations to the Commissioner of Education for final selections. The Office of Education plans to announce the names of applicants chosen for fellowships and their alternates on April 1, 1963.

NDEA modern foreign language fellowships aim to increase the number of trained specialists in languages and areas of critical importance to the United States and to prepare students for college teaching, for Government service, and for service in non-profit, non-sectarian organizations. The fellowships are offered in two major categories, designated Program A and Program B. Program A supports study of numerous languages of Asia, Africa, and Europe, except French, German, Italian, and Spanish. Program B supports study of the languages of Latin America, including Spanish, Portuguese, and certain other significant languages of the area. The two programs are described in recently issued leaflets available from the U.S. Office of Education, Division of College and University Assistance, or from the participating institutions.

In the spring of 1962, the U.S. Office of Education awarded 1,040 fellowships to graduate students of modern foreign languages covering the 1962 summer session and the current academic year and costing $3,918,297. The 1962 fellows included 414 who received renewals of fellowships awarded in 1959, 1960 or 1961. More than 1,600 graduate students have been aided by the NDEA modern foreign language fellowship program since its first awards were given in June of 1959.

Congress Repeals NDEA Disclaimer Affidavit Requirement

THE CONTROVERSIAL disclaimer affidavit required of all individuals receiving loans, fellowships, or other payments under the National Defense Education Act was repealed by the Congress in the closing days of the 1962 session. A bill making similar changes in the National Science Foundation Act was amended to include NDEA and signed into law by President Kennedy on October 16, 1962.

The affidavit requirement provided that any individual receiving funds through any of the programs authorized by the act must not only take an oath of allegiance but also sign an affidavit stating that he "does not believe in, and is not a member of and does not support any organization that believes in or teaches the overthrow of the United States Govern-

ment by force or violence or by any illegal or unconstitutional methods."

As revised, the law still requires the oath of allegiance; but in place of the disclaimer affidavit it includes a new provision making it a crime for any member of a Communist organization, as defined in the Subversive Activities Act of 1950, to apply for, to use, or to attempt to use any fellowship, loan, or other payment made available under the authority of NDEA.

The new amendment also requires any applicant for an NDEA Title IV graduate fellowship or Title VI modern foreign language fellowship to provide the Commissioner of Education with a full statement of any crime of which he has been convicted (other than crimes committed before he attained 16 years of age and minor traffic violations for which a fine of $25 or less was imposed), and information regarding any criminal charges punishable by confinement of 30 days or more which may be pending against him.

The most significant change brought about by the amendment will be in the student loan program, authorized under Title II. At the time of the passage of the repeal, 32 of the Nation's leading colleges and universities had officially notified the Office of Education that they had withdrawn from or declined to participate in the program specifically because of the disclaimer affidavit requirement. An additional 63 institutions participating in the program had officially protested the affidavit requirement. Among institutions applying for funds in fiscal year 1963, 21 filed provisional applications contingent upon withdrawal of the disclaimer affidavit provision.

The affidavit, repeal of which had been favored by both the Eisenhower and the Kennedy administrations, was dropped from the National Science Foundation Act under the terms of the bill as originally introduced and extended to include the National Defense Education Act by the Senate Committee on Labor and Public Welfare.

Objections to the disclaimer had been expressed by many educational administrators, faculties, and students, who felt that it implied unfair suspicion of students as a group and violated standards of academic freedom.

The requirement "discriminated against college students and was offensive to them," President Kennedy stated in signing the repealer. "It is highly unlikely that the affidavit requirement kept any Communist out of the programs. It did, however, keep out those who considered the disclaimer affidavit a bridle upon freedom of thought."

Errata

***LAND-GRANT COLLEGES AND UNIVERSITIES 1862–1962* (OE 50030, Bulletin 1962, No. 13) should be corrected as follows:**

Page 45, Table 2—Total resident undergraduate enrollment in all Land-grant institutions for the year ending June 30, 1960: 477,432—not 677,632 as printed.

Page 25—Montana State *College*—not University as printed.

Pages 2, 3, 49, and 73—Justin S. Morrill—not W as printed.

John Thompson Named Chief of Latin American Studies Unit

JOHN THOMPSON has been appointed chief of the Latin American Studies Unit, Division of College and University Assistance, succeeding Robert L. Carmin, now dean of the School of Arts and Sciences, Ball State Teachers College, Muncie, Indiana. The Latin American Studies Unit, part of the Title VI Language Development Program, administers a series of activities designed to support the Alliance for Progress by improving instruction in Spanish, Portuguese, and other Latin American languages.

Dr. Thompson comes to the Office of Education from Stanford University, where he was assistant professor and executive head of the department of geography. He had also been assistant editor of *Hispanic American Report*, a monthly news magazine published by the university on current developments in Latin America. He speaks both Spanish and Portuguese.

In addition to his teaching and administrative duties at Stanford, Dr. Thompson has had several special assignments in South and Central America, including Fulbright professorships at the Center for Geographic Research, University of Brazil, and at the Institute of Geography, University of Chile. In El Salvador, he conducted research on agriculture, transportation, and marketing.

Dr. Thompson has also had experience in Asia. He spent the summer of 1962 in Kaptai, East Pakistan, organizing a session in the teaching of geography under auspices of the Ministry of Education of Pakistan and the Asia Foundation. During World War II, he served in the Southwest Pacific Area with the Allied Geographical Section.

Dr. Thompson received his B.A. and Ph. D. degrees

from Stanford University and his M.A. from the University of California in Berkeley. He has written numerous articles on the economic geography and contemporary affairs of Latin America.

Other Program Notes

NASA Awards Grants to Universities for Research Facilities

The National Aeronautics and Space Administration has awarded facilities grants worth $6,410,000 to five universities in the East, Midwest and Far West.

The grants, first of their kind awarded by NASA, are to provide research facilities to house interdisciplinary activities in space-related sciences and technology to universities which are making substantial contributions to the national space program.

AEC Awards Research Grants to ORINS Member Institutions

GRANTS totaling $1,521,433 have been awarded to 21 sponsoring institutions of the Oak Ridge Institute of Nuclear Studies by the U S Atomic Energy Commission. New contracts accounted for $111,253 of the total and renewed contracts amounted to $1,410,180.

The contracts, generally made for one year, are intended to assist and accelerate research related to atomic energy in educational institutions and private research laboratories.

ORINS Broadens Graduate Program

THE OAK RIDGE National Laboratory and the Oak Ridge Institute of Nuclear Studies (ORINS) recently have announced a broadening of the Oak Ridge Graduate Program. The program, operated under contract with the U.S. Atomic Energy Commission, is designed to employ the resources of the AEC in the training of scientists beyond the undergraduate degree.

The program, which is open to all universities granting the Ph. D. in science fields, utilizes the senior staff and experimental facilities at Oak Ridge in the thesis research phase of the doctoral program. The academic degree is awarded by the student's own institution.

The new program permits appointment of a fellow by ORINS when the university certifies that the candidate is ready to commence research work acceptable to the university as a doctoral dissertation. The fellow can take advanced courses and other degree requirements concurrently with the research phase of his studies. Previously, a student was required to complete all course work and pass his preliminary examinations at his institution before becoming eligible for a fellowship from ORINS.

Scientists at AEC's International Institute

FIFTY-ONE graduate scientists and engineers representing 13 foreign countries and the United States are enrolled for the fall semester of the International Institute of Nuclear Science and Engineering, which opened October 3 at the Atomic Energy Commission's Argonne National Laboratory in Argonne, Illinois. Sixteen of the appointees attended the spring semester; 35 are enrolled for the first time.

Fourteen of those attending the Institute are classified as "Affiliates," persons who usually spend a full year in research at the laboratory. The Affiliate classification requires the equivalent of a doctor of philosophy degree in a U.S. university. There is no tuition charge.

Other scientists and engineers attending the Institute are known as "Participants," persons with background in fundamental nuclear studies and the equivalent of a master's degree in a U.S. university. Each Participant takes a semester of formal training and may spend a second and occasionally a third semester in specialized study. Tuition is $1,000 per semester.

The regular curriculum of the Institute provides unclassified instruction and individual study in peaceful applications of atomic energy.

Selection of candidates is generally made by the

atomic energy authority of each country. Appointees come from universities, government laboratories and industry. The International Atomic Energy Agency and the Agency for International Development provide support for many Institute appointees. Those from the United States are sponsored by the Atomic Energy Commission, other government agencies, or private firms in the nuclear energy field.

The International Institute, which opened for its first session on February 2, 1960, is an outgrowth of the International School of Nuclear Science and Engineering founded at Argonne in 1955. Argonne National Laboratory, operated for the Commission by the University of Chicago, is one of the world's leading centers for atomic energy research.

Essay Contest in International Law

THE School of Juridical and Social Sciences of the University of Chile has announced an international competition for the best monograph presented on the subject: "Alejandro Alvarez and International Law." A prize of $1,000 (or equivalent in Chilean currency) and a diploma of honor will be presented.

The competition is intended to perpetuate the memory of the eminent Chilean, who came to be known as one of the world's outstanding jurists, and who culminated his career as Judge of the International Court of Justice at The Hague, of which he was a member from 1946 to 1955.

Entrants may be teachers, students, or publicists. The contest, which closes March 31, 1963, is open to nationals of any American country.

Further inquiries may be addressed to the Chilean Embassy, 1736 Massachusetts Avenue NW., Washington, D.C.

New NIH Grants for Research Facilities

THE Public Health Service has recently awarded $29,173,722 in grants for the construction of facilities for health research. The grants, first to be made from fiscal year 1963 appropriations, were distributed among 81 institutions in 35 States.

The facilities program awards matching funds to nonprofit hospitals, schools of medicine, dentistry, and public health, and other institutions to build and equip health research facilities.

Recommendations for grants are made by the National Advisory Council on Health Research Facilities. Grants are awarded following approval by the Surgeon General of the Public Health Service.

In the past 6 years, 976 awards totaling $209,143,648 have been made to eligible institutions.

Educators Confer on Space Program

THE National Aeronautics and Space Administration conducted the first nationwide assembly of educators and scientists November 1–3 in Chicago on the Nation's space program. The conference brought together educators representing more than 300 colleges and universities and scientists from 7 major NASA field centers.

The conference was held to provide the institutions with an authoritative review of space science and technology in order to help them upgrade their faculties, curriculums, and facilities to better meet national goals in space exploration.

NSF Announces Deadlines for Research Facilities Program Proposals

THE National Science Foundation has announced closing dates for the receipt of proposals by its Office of Institutional Programs for the renovation or construction of graduate-level research facilities.

April 1 and August 1, 1963 are the next closing dates. Proposals may be submitted by departments having at least a master's program in the biological, social, mathematical, engineering, or physical sciences. Funds are granted on a 50-percent matching basis. During fiscal year 1962, 224 grants were awarded for a total of $26,100,000.

Further information concerning the program may be obtained from the National Science Foundation, Washington 25, D.C.

Project Social Studies

THE Office of Education has recently initiated a program designed to improve research, instruction, teacher education, and dissemination of information in the social sciences.

The new project will operate under administrative procedures similar to Project English, initiated by the Office of Education in fiscal year 1962.

Funds for the program, entitled Project Social Studies, have been allocated by the Congress for fiscal year 1963. The project will support three

types of activities: basic and applied research projects, curriculum study centers, and research development activities. The next deadline for submitting proposals for basic and applied research projects is February 1; for curriculum study centers, January 15, 1963.

Proposals for research development activities will be submitted by invitation. Individuals or groups interested in participating in this activity may communicate with the staff of the Cooperative Research Program.

Additional information and instructions for submitting applications may be obtained from the Cooperative Research Program; Office of Education; Department of Health, Education, and Welfare; Washington 25, D.C.

Project Social Studies Conference

AN ADVISORY CONFERENCE on Project Social Studies was held in the U.S. Office of Education, November 8–9. The conference brought together approximately 20 representatives of educational and professional associations and 20 members of the Office of Education staff.

The purpose of the initial conference was to consider the status and needs of the social sciences and the roles of the Office, the educational community, and the academic disciplines in achieving the goals of Project Social Studies.

Two-Week Seminar on Home Economics Research

EDUCATORS from colleges and universities in 15 States and the U.S. Office of Education participated in a 2-week research seminar in home economics education at Iowa State University of Science and Technology from October 22 to November 2.

The seminar, scheduled on request of the Office of Education and sponsored jointly by the Office and Iowa State, was directed by Hester Chadderdon of Iowa State and Mattie Pattison of the Office of Education. They were assisted by Leroy Wolins, Marguerite Scruggs, and Eleanore Kohlmann from Iowa State and Bernice Mallory and Mary Lee Hurt from the Office of Education.

According to Dr. Chadderdon, the purpose of the seminar was to assist teachers and program directors in home economics education in improving the quality of research and educational programs and to promote cooperative research between institutions. Throughout the seminar the emphasis was on common educational problems and the development of new research projects.

NIH Research Grants and Fellowship Awards

A 5-year decline in approval rates for both new and continuing research grant applications is documented in Part III of "*Public Health Service Grants and Awards by the National Institutes of Health, Fiscal Year 1961 Funds*," published by NIH last September.

In 1957, 85.2 percent of the applications reviewed were approved; in 1961, 80.3 percent. A sharper drop is seen in corresponding dollar amounts: in 1957, 80.9 percent of the funds asked for were approved; in 1961, 67.5 percent.

Increased volume of the program is shown by totals of 7,198 applications seeking $102,371,728 in 1957, compared with 16,392 applications for $389,183,389 reviewed in 1961.

During the 12 months of fiscal year 1962 research grants (15,355) and fellowship awards (3,467, including research career awards) amounting to $386,758,209 were made. The total includes new grants, fellowships, and research career awards in addition to continuations of previously approved grants and fellowships.

Each grant application is reviewed by two groups of consultants—a study section and a national advisory council—composed primarily of nongovernmental, nationally recognized leaders in the fields of health and public affairs. All awards are made on a competitive basis.

Revision of Standards for Teacher Education

SIX MEMBERS of the National Association of State Directors of Teacher Education and Certification met October 14–17 at the Office of Education to work on revision of the circular *Proposed Minimum Standards for State Approval of Teacher Preparing Institutions*, (OE Circular No. 351, 1952).

The revision, which involves cooperative work with subject area associations, will emphasize criteria for separate program subjects, such as English and mathematics. A working draft of the revision will be available to the States in the spring.

Representing the Office at the work session were Robert Poppendieck, specialist for teacher education; John B. Whitelaw, specialist for advanced study in teacher education; and Donald R. Tuttle, specialist for Project English. State directors of teacher education and certification on the committee are Mary Ellen Perkins, Georgia, chairman; A. B. Cooper, Tennessee; F. Floyd Herr, Kansas; Carl A. Larson, California; Allan F. Rosebrock, New Jersey; and Genevieve Starcher, West Virginia.

Council of Graduate Schools (from p. 8)

States if science and technology were to control the curriculum." Congressman Peter Frelinghuysen, Jr., said: "If we give grants to our colleges only for the physical sciences and engineering, the Federal Government is placing specific emphasis on those areas instead of the general academic needs that our colleges face."

Various plans for aid to the humanities have been proposed and several bills for this purpose were introduced in the 87th Congress. The Council of Graduate Schools has gone on record as favoring the establishment of a National Humanities Foundation, organized along the lines of the National Science Foundation and will make every effort to gain support for legislation to implement it.

For each of these objectives of the Council a committee has been appointed to make an intensive study of the problems. These committees will make preliminary reports to the full Council in December and will then continue to work toward final solutions. It is too early, of course, to predict the extent of their success and, along with it, the effectiveness of the Council as a coordinating and unifying force. But if sincerity of purpose, courage to face the issues, and willingness to work for their resolution count for anything, the prognosis is favorable. The Council of Graduate Schools should then develop into a useful and eventually indispensable instrument for the improvement and advancement of graduate education.

NEW PUBLICATIONS

Government Publications

How To Obtain

(1) *Cost Publications: Send request, enclosing remittance (check or money order), to the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.*
(2) *Free Publications: Request direct from the agency issuing them.*

From the Office of Education

Chemical and Metallurgical Technologies: Suggested Techniques for Determining Courses of Study in Vocational Education Programs. 1962. 22 p. 25 cents. (OE–80016)

Colleges, Universities, and Public Vocational Schools with Aviation Flight and/or Ground School Courses Approved by the Federal Aviation Agency, by Richard M. Harbeck. 1962. 4 p. (OE–25012–62A)

Directory of College Courses, Radio and Television, 1961–62, by Patricia Beall Hammill and Gertrude G. Broderick. 1962. 65 p. (OE–34014)

Education and the Development of Human Technology, by Kenneth L. Neff. 1962. 34 p. 25 cents. (OE–10018)

Financial Management of Federal-State Education Programs, by John J. Pateros. 1962. 11 p. 15 cents. (OE–10019)

Guide to Undergraduate Programs in Mathematics, by Clarence B. Lindquist. 1962. 25 p. 25 cents. (OE–56008)

Internal Structure: Organization and Administration of Institutions of Higher Education, by Archie A. Ayers and John H. Russel. 1962. 123 p. 45 cents. (OE–53012)

Local School Boards: Organization and Practices, by Alpheus L. White. 1962. 103 p. 50 cents. (OE–23023)

Modern Foreign Language Fellowships, 1963–64: Program A, Language and Related Area Studies of Africa, Asia, and Europe. 1962. 9 p. (OE–55025–64)

UNIVERSITY MICROFILMS, INC.
313 N. FIRST STREET
ANN ARBOR, MICH
HE-MAY

UNITED STATES
GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON 25, D.C.

OFFICIAL BUSINESS

If you do not desire to continue receiving this publication, please CHECK HERE ☐; tear off this label and return it to the above address. Your name will then be promptly removed from the appropriate mailing list.

PENALTY FOR PRIVATE USE TO AVOID PAYMENT OF POSTAGE, $300 (GPO)

Modern Foreign Language Fellowships, 1963–64: Program B, Language and Related Area Studies of Latin America. 1962. 8 p. (OE–55026–64)

NDEA and Higher Education, August 1962, by Gerald W. Elbers, *ed.* 1962. 7 p. (OE–50024–4)

New Teaching Aids for the American Classroom: A Symposium on the State of Research in Instructional Television and Tutorial Machines. 1962. 173 p. $1.25. (OE–34020)

Opening (Fall) Enrollment in Higher Education, 1961: Institutional Data. 1961. 34 p. 25 cents. (OE–54003–61)

Periodicals Related to International Understanding (Education Materials Laboratory Report, Vol. IV, No. 4, June 26, 1962), by Lois B. Watt. 1962. 6 p. (OE–14031–17)

Recent Additions to the Collection: Reference Tools (Educational Materials Laboratory Report, Vol. IV, No. 3), by Lois Belfield Watt and Elaine Billingslea Dockens. April 30, 1962. 7 p. (OE–14031–16)

Reporter: Clearinghouse of Studies on Higher Education, by Winslow R. Hatch *ed.*, Alice L. Richards and Ann Bennet. April, 1962. The fifth in the series. 40 p. 30 cents. (OE–50004–4)

Statistical Summary of Education: 1957–58 (Biennial Survey of Education in the United States, 1956–58, Chapter 1), by Rose Marie Walker and W. Vance Grant. 1962. 50 p. 35 cents. (OE–1003–58)

Steps to Excellence: A Program to Improve Science Teaching. 1962. 12 p. 15 cents. (OE–29037)

Studies in Comparative Education: The Peoples' Friendship University in the U.S.S.R., by Seymour W. Rosen. 1962. 13 p. (OE–14073)

Summary Report of Financial Statistics of Institutions of Higher Education, 1959–60. 1962. 7 p. (OE–52007)

Teacher Exchange Opportunities under the International Educational Exchange Program: Teaching, Summer Seminars for Elementary, Secondary, and Junior College Teachers Under the International Educational Exchange Program of the Department of State. 38 p. (OE–14047–64)

The Impact of Urbanization on Education: Summary Report of a Conference. May 28–29th, 1962. 12 p. 10 cents. (OE–1002)

The Library Services Act after Five Years. 1962. 8 p. (OE–15036)

College and University Physical Facilities Series:

College Union Planning Aids, by E. Eugene Higgins, Mary B. Fuller and Dorothy M. Jones. 1962. 11 p. (OE–51004–13)

New Construction and Rehabilitation on College Campuses, 1959–60, by W. Robert Bokelman and Leslie F. Robbins. August 1962. 10 p. (OE–51004–15)

From Other Government Agencies

Employment in Professional Mathematical Work in Industry and Government: Report on a 1960 Survey. Washington, 1962. 82 p. 55 cents. (National Science Foundation, NSF 62–12)

Research Grants Index—Fiscal Year 1961. 1962. 680 p. $4.00 (PHS Publication No. 925)

Resources for Medical Research: Federal Expenditures for Medical and Health-Related Research, 1960–63, by Joseph Rosenthal. 1962. 15 p. 20 cents. (PHS Publication No. 969)

Scientific Manpower 1961: Selected Papers Delivered at the 1961 Annual Meetings of the American Statistical Association and the American Association for the Advancement of Science. 1962. 30 p. 25 cents. (National Science Foundation, NSF 62–22)

U.S. GOVERNMENT PRINTING OFFICE:1963